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ABSTRACT

The National Dissemination Leadership Project (NDLP) is a special project of the Council of Chief State School Officers (CCSSO) funded by the National Institute of Education (NIE). The project provides a secretariate to facilitate communication among state education agencies (SEAs), NIE, and other agencies and individuals concerned with improving dessemination programs in education and to encourage development of such programs at the state levels. This report lists the objectives of NDLP, presents the organization's background, discusses the organization of CCSSO, and presents a series of premises expressed by SEA representatives of SEAs' responsibility in terms of dissemination. The final portion of the report restates each NDLP objective, explains the efforts that have been made to meet each objective, states observations, and offers recommendations. (MLF)

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NATIONAL DISSEMINATION LEADERSHIP PROJECT

FINAL REPORT

National Dissemination Leadership Project

EA 011 171

JULY 1978

RICHARD K. HERLIG

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THE NATIONAL DISSEMINATION LEADERSHIP PROJECT

INTRODUCTION

The National Dissemination Leadership Project (NDLP) is a special project of the Council of Chief State School Officers (CCSSO) funded by the National Institute of Education (NIE). The project provides a secretariate to facilitate communication among state education agencies, NIE, and other agencies and individuals concerned with improving dissemination programs in education and to encourage development of such programs at the state levels.

The NDLP works through a system of state education agency (SEA) dissemination coordinators appointed by each Chief State School Officer and provides administrative support for the operation of the NDLP Steering Committee, which is elected from and by those SEA dissemination coordinators.

The objectives of the National Dissemination Leadership Project are:

- To provide administrative support for the operation of the National Steering Committee established to provide leadership and policy guidance for the NDLP and its component activities.
- To provide for and support an annual review of NIE Dissemination Resources Group plans for future fiscal years by SEA representatives.
- To organize, arrange, and provide staff support for a three day National Dissemination Conference.
- To coordinate and carry out activities for a program of information exchange among SEA dissemination staff.
- To provide administrative support for regional SEA meetings.
- To provide administrative support for topical SEA meetings.

The NDLP has had a fulltime director and a scope of work as outlined above since May 1976. It origins date back to the late 1960s however.

BACKGROUND

In 1965 the U. S. Office of Education implemented the Educational Research Information Center (ERIC) to acquire, process, and store easily retrievable educational information for practitioners. However, it was not until four years later that USOE called the first National Dissemination Conference held in Alexandria, Virginia, this meeting brought together representatives from state education agencies (SEAs) to examine dissemination efforts within SEAs and to explore ways to improve capabilities.

In 1970 USOE established the National Center for Educational Communication (NCEC) as the focus for expanded efforts in information dissemination. NCEC funded the Texas Education Agency for the purpose of operating a project to strengthen state dissemination programs by holding national conferences and providing other opportunities for opening communication between and among SEAs and USOE. At this same time NCEC funded pilot projects in Oregon, South Carolina, and Utah for testing the feasibility of the extension agent model of dissemination. During that same year the third National Dissemination Conference was held in Austin, Texas.

In 1971 South Carolina became the funding agent for the National Dissemination Project. The conferences were continued, the fourth being convened in St. Louis, and information efforts were expanded with the establishment of a dissemination newsletter. A small number of additional states were funded to establish information services, some with limited extension agent capabilities.

In 1972 Congress established the National Institute of Education, with dissemination among its special charges. NCEC activities and staff were transferred to NIE. Also in that year the fifth National Dissemination Conference was held in Columbia, South Carolina.

In 1973 the Council of Chief State School Officers became the funding agent for the National Dissemination Project, convened the sixth National Conference in Chevy Chase, Maryland and continued information and liaison activities. CCSSO

held the seventh National Conference in Washington, D.C., early in 1974. It had a dual emphasis: (1) opening the lines of communication between and among SEAs and NIE, and (2) continuing the strengthening of state competencies in dissemination.

During this period other national dissemination efforts were emerging and legislation relating to dissemination was being passed.

OTHER NATIONAL DISSEMINATION EFFORTS

Late in 1975, the year CCSSO convened the eighth National Dissemination Conference, NIE began a program to strengthen state dissemination capabilities through a series of capacity building and special projects grants.

Whereas ERIC is at the center of the national education dissemination program, the state capacity building program represents NIE's effort to improve state dissemination programs. States are permitted flexibility in the design and implementation of programs, but typically grants have been used to tie local educators into a state information bank, which itself is often tied in to the ERIC system. More than 30 states have received grants since the program began in 1975. It is hoped that when their grants expire, SEAs will make this activity part of their regular programs. NIE also makes "special purpose" grants; sometimes such a grant is a state's first step toward getting a capacity building program started.

NIE's Research and Development Utilization (RDU) program is designed to promote better understanding and use of knowledge as it applies to schools and to help solve specific problems in basic skills and career education. Grants are made to state and regional education agencies and frequently involve bringing together other actors (such as state agencies, local districts, and higher education) to apply dissemination to solving vital problems. The program supports more than 100 linking agents, 30 of whom are full time.

Operated by a consortium of regional educational laboratories and a university-based R&D center, the Research and Development Exchange (RDx) is an NIE effort to bring the worlds of educational research and school practice together. Researchers and developers communicate the results of their work to educational practitioners, who in turn use the RDx to make their needs known to researchers, deverlopers and policymakers.

The purpose of OE's National Diffusion Network (NDN) is to help school districts select and implement new products or practices. A Joint Dissemination Review Panel composed of USOE and NIE officials evaluate federally funded demonstration projects in various areas of education. Those judged successful, cost-effective, and reproducible are eligible for NDN support. Developer/demonstrator grants go to project originators to provide materials, training, and demonstration to others. Facilitator grants typically go to state or regional education agencies to link developers and interested educators. Adoption grants help local districts defray the cost of adopting new programs. More than 1,000 innovations have been adopted by school districts with NDN support.

Title IV is a state-administered formula program funded on the basis of the 5-17 year old population in the state. The state education agency submits an annual program plan to federal program officers, and the state can retain 15 percent of the funds for strengthening the SEA. Title IV funds exemplary programs, which are established at the discretion of each state.

Recent legislation also has had implications for dissemination. P.L. 94-142 requires SEAs to develop "effective procedures for acquiring and disseminating to teachers and administrators... significant information derived from education research, demonstration and similar projects." Each state's plan must provide for the identification of state, local and regional human and material resources that will assist in meeting the state's personnel preparation needs. The state also must provide a system to promote the consideration of proved educational practices and materials.

OE's Teacher Center program provides inservice education. It is anticipated

that approximately 57 projects in 33 states will be funded. SEAs review proposals, recommend them to federal program officers, and retain 10 percent of project funds to provide technical assistance and dissemination services to the project.

The 1976 amendments to the Vocational Education Act permit states to conduct applied research and experimental development, develop curriculum materials, and conduct training, development, and evaluation. The legislation specifically states that Vocational Education funds can be used to employ persons to act as disseminators.

Many of these NIE and OE sponsored dissemination/diffusion programs were represented at a Dissemination Forum in June 1977 arranged by the leadership of OE diffusion programs, the NIE Dissemination Resources Group, and the NDLP. Each group held its usual, separate conference part of the week and shared an agenda at other times. The objectives of the forum were: to increase collaboration and coordination among NIE and OE contractors and grantees in the field of dissemination; to increase common understanding of programs; to consider prospects for the future of educational dissemination; to identify areas in which increased understanding is needed; and to develop a statement of principles affecting the development of educational dissemination.

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

It might be useful to examine the setting in which the NDLP has operated. The Council of Chief State School Officers (CCSSO), of which the NDLP is a special project, is an independent organization whose membership is made up solely of the top education officers (state superintendents and commissioners of education) of the 50 states and the 7 outlying jurisdictions. It exists to help its members and their agencies meet their responsibilities for leadership in education.

The Council provides a means for cooperative action among its members to strengthen education through the work the of the state education agencies. It expresses the members' views on major educational issues, serves as a clearinghouse for best practices among state agencies, cooperates with other educational

organizations in advancing public education, and provides opportunities for the professional growth of the chief state school officers and their staffs.

The Executive Secretary and staff of CCSSO operate under the direction of a Board of Directors and in accord with policies adopted by the full membership. Financial support for the Council's services is derived from the states and is supplemented by special grants.

Council activities are conducted through its Board of Directors, standing committees, task forces, special projects, and its Study Commission.

The Study Commission is composed of one high-ranking staff member from each state and extra-state jurisdictions, appointed by the chief state school officer. Meeting in an annual week-long workshop and a summer conference, the Commission considers issues and produces position papers in areas concerning leadership and management of the SEA. The Study Commission formulates policy statements for consideration by the full membership of CCSSO. A recent thrust of the Commission is inservice education for its membership.

Council members serve on standing committees and special committees. One special committee, on Research, Development, and Dissemination, is especially relevant to the National Dissemination Leadership Project.

STATE EDUCATION AGENCIES AND DISSEMINATION

State education agencies are legally responsible for the supervision and improvement of educational programs in the local schools. An interpretation of this responsibility in terms of dissemination was expressed as the following set of premises by SEA representatives:

Premise 1 The desired end result of elementary and secondary education in the United States is effective student learning. The criteria by which learning is measured are set by the educational system through its legitimate policymaking procedures. Local schools not only are the principal delivery agents providing

services to students, but also have primary responsibility, delegated by legislative action, for providing learning opportunities so that learning can take place.

Premise 2 While a complete knowledge production and utilization system can help a local school make positive changes, it is essential in the long run that each local school develop its own capability for self-directed management, so that it can establish learning goals, assess achievement, identify weaknesses, and select, install, evaluate, and refine improvement programs.

Premise 3 The aim of knowledge production and utilization should be not simply to bring about more adoptions of R&D products, but to encourage and help schools identify their needs, set priorities for improvement, and locate, install, and evaluate those proven practices they have selected to meet those needs.

Premise 4 A nationwide system for dissemination, established collaboratively by state and local agencies and marked by cooperation and communication among all the parts, should be setup so that information can be delivered to potential users in local schools as efficiently and comprehensively as possible.

Premise 5 State education agencies have legally constituted, primary responsibility for the education provided by local school districts. If a particular SEA does not have a strong capability to perform its function as a major actor in the design and operation of a nationwide dissemination system, the federal role is to help that SEA build its capacity so that it can perform its job well.

Premise 6 The knowledge production and utilization system has two dimensions: state education agencies, local schools, and intermediate service units should have primary responsibility for the knowledge utilization, or dissemination dimension, as well as for local needs assessment, coordination of technical assistance to local schools, evaluation, and feedback to producers of knowledge. Institutions of higher education, labs and centers, organizations in the private sector, other R&D agencies, and such federal agencies as NIE, USOE, and NSF should have

primary responsibility for the knowledge production dimension. The two must work together to form an effective partnership.

As these premises state, the leadership role of the state education agency in dissemination cannot be denied. Federal efforts that bypass the SEA without continual effort to build capactiy within the SEA to coordinate and manage dissemination systems are hazardous.

Possibly this point can be expressed more clearly in the form of a parable --

A Parable of Two Farmers

Once upon a time there were two aspiring farmers and two Kings. The first farmer spied a poor and neglected farm and thought to himself: "A perfect place to experiment with the techniques I learned in agricultural school." The first farmer obtained an audience with the King, and asked, "Sire, in a far corner of your kingdom is a plot of land that is unfit for crops. I have learned new techniques that might make the land productive. I seek permission to try these methods."

"You know I cannot sell the land," said the King.

"Yes," replied the first farmer.

"You may use the land as your own," the King concluded.

So, the first farmer labored mightily, tilling the soil, planting, irrigating, and fertilizing. He practiced the latest techniques. The years passed and his fields flourished.

In another kingdom a second farmer spied a poor neglected farm and thought to himself: "A perfect place to experiment with the techniques I learned in agricultural school." The second farmer obtained an audience with the King, and asked, "Sire, in a far corner of your kingdom is a plot of land that is unfit for crops. I have learned new techniques that might make the land productive. I seek permission to try these methods."

"You know I cannot sell the land", said the King.

"Yes," replied the second farmer.

"You may use the land as your own," said the King.

So, the second farmer labored mightily, tilling the soil, planting, irrigating, and fertilizing. He practiced the lastest techniques.

The King was kept informed of the processes used and progress made on the farm. Upon the request of the second farmer, the King visited the farm to observe the results.

"Sire, do you think it would be best to plant wheat or barley in this field?" asked the second farmer.

"Wheat!" said the King, knowingly.

"Fine," said the second farmer, smiling.

"Sire," said the second farmer, "I would like to teach others the techniques I have learned--could you assign some of the Nobles to observe the practices used here?"

"It will be done!" exclaimed the King."

The years passed, and the fields flourshed and others in the kingdom learned and practiced the techniques of the second farmer. The successes spread through the kingdom.

Meanwhile, in the first kingdom, word was spreading about the first farmer's success. Nobles began to talk among themselves, wondering why this farm was producing more than theirs. The King was informed of their concern and journeyed to the farm and saw the bountiful crops.

"Which Nobel is in charge of this farm," asked the King.

"I am," said the first farmer proudly, "But I am not of Nobel lineage."

"That presents a problem," said the King

"But, sire," cried the first farmer, "the farm flourishes and you gave me permission--."

"You have done well," said the King, "but a farm like this must be in my domain."

The Nobles were pleased, and the King assigned the farm to one of them.

As time passed, the farm ceased to produce bountiful crops. The Noble did

not understand the new techniques used by the first farmer. Soon the farm was like all of the others in the kingdom.

THE NDLP OBJECTIVES

The objectives of the NDLP were stated in the introduction of this paper. The final portion of this report will consider each objective in the following format:

- Objective will be restated
- Efforts to meet each objective will be explained
- Observations will be stated
- Recommendations will be offered

OBJECTIVE 1

- To provide administrative support for the operation of the National Steering Committee established to provide leadership and policy guidance for the NDLP and its component activities.

The NDLP Steering Committee is elected from and by the SEA dissemination representatives. To better understand this objective (and the nature of the Steering Committee) the reader will need to understand the appointment, nature and role of the SEA dissemination representative.

Each Chief State School Officer was requested in a letter from the Executive Director of CCSSO to appoint a person to be liaison to the NDLP. The letter outlined the objectives of the project and suggested it was a rather important leadership activity. The subsequent person appointed as the dissemination representative varied widely in bureaucratic level, role in the agency, and as an advocate of dissemination. Although some deputy commissioners were appointed, the bureaucratic level of the dissemination representative averaged approximately 3.8 (a deputy would rank 2.0, a person reporting to a deputy would rank 3.0, etc.)

This low ranking would suggest that the Chief did not place a very high status on dissemination and would also suggest that the appointed dissemination representatives did not wield much power in their respective agencies.

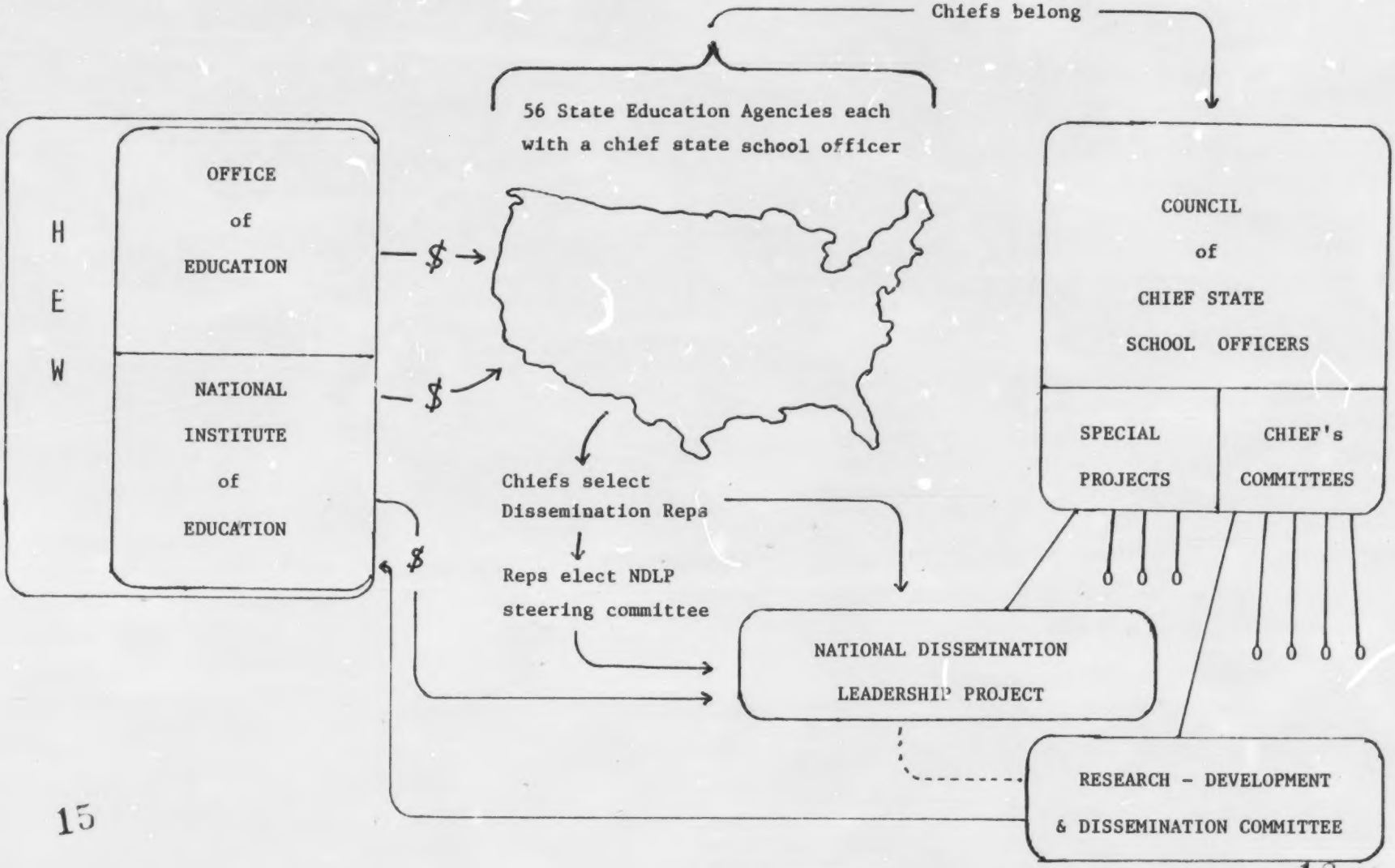
The SEA role of the dissemination representative varied widely also. Some liaison persons were assistants to Chief State School Officers, many were associated with planning, and evaluation sections, some were agency libriarians, many were public information officers (suggesting the Chief State School Officer may not fully understand the scope of dissemination and its relationship to program improvement at the local level). Seventeen or approximately one third of the SEA dissemination representatives also directed NIE funded capacity building projects. This group should have a working knowledge of dissemination and a general understanding of the potential of a coordinated SEA dissemination system. However, many of these people were pretty well buried in the SEA bureaucracy.

The NDLP Steering Committee was composed of one representative from each of the five regions (Appendix A) and three at-large members. The diagram on the next page depicts the relationship between the NDLP, the Chief State School Officers, the Council, the Council's Special Projects Director, The Council's Research, Development, and Dissemination Committee, and OE/NIE.

The Steering Committee composition and membership rotation was governed by the regulations written by a dissemination secretariat Steering Committee in the Summer of 1975. (Appendix B). These regulations became part of the request for proposal released by NIE.

During the first year of the project there was much uneasiness as roles and relationships were being defined. The CCSSO, the Steering Committee, NIE, and the director seemed to have different ideas about who made what policy for whom and what direction the project was going to take. However, roles were soon clarified and a "roles and responsibility matrix" was agreed on by the director, Steering Committee, and the CCSSO Director of Special Projects. This matrix can be found in Appendix C.

RELATIONSHIP OF SELECTED SEA DISSEMINATION ACTIVITIES



OBSERVATIONS

A Steering Committee that attempts to make policy within the narrow limits of the project they "control" and a project director that has "expertise" in dissemination may not be the best method of providing dissemination leadership to the states. All of this may be trivia, if the real goal of the effort is to increase the role of the SEAs in dissemination.

To enhance dissemination activities in the SEAs and to associate dissemination with the improvement of educational practice at the local level, the SEA Board of Directors must adopt a policy that encourages the coordination of various dissemination efforts in the SEA. Only then can dissemination advocates build a compresensive system.

To obtain these policy statements in the SEA they must understand the potential of dissemination, give it a higher priority and select the appropriate liaison person for the CCSSO leadership project.

RECOMMENDATIONS

(1) Attempt to make dissemination the natural outcome of educational research and development.

(2) Align the NDLP with the needs and priorities of the CCSSO RD&D Committee.

(3) Encourage each Chief State School Officer to select the best qualified person to be the NDLP liaison using the criteria below:

The role of the SEA liaison person to the CCSSO Dissemination Leadership Project is to represent the SEA RDD view to the Council, and also to OE and NIE programs, such as the National Diffusion Network and the Research & Development Exchange.

To accomplish this role, the following knowledges are considered helpful:

A. Knowledge of the research, development and dissemination needs and priorities of the state.

B. Knowledge of the various RDD programs in the state.

C. Knowledge of the various resources available to the SEA and LEAs.

D. Knowledge of the dissemination requirements of various federal programs.

E. Knowledge of the various SEA models for coordinating dissemination activities.

(4) In lieu of a steering committee elected by the liaison persons, select a representative group to advise the project director as to the selection of ad hoc groups to bring dissemination expertise to the project.

(5) Have a project director that is knowledgable in SEA, CCSSO, CCSSO Study Commission, CCSSO RD&D Committee and CCSSO Priorities Committee procedures.

OBJECTIVE 2

- To provide for and support an annual review of DRG plans for future fiscal years by state education agency (SEA) representatives.

The plan for FY78 activities of NIE's Dissemination Resources Group was published in late summer 1976 and distributed to SEA Chief State School Officers and SEA dissemination representatives, among others. Later, a second copy of the DRG plan as well as a list of SEA representatives and ad hoc review committee members were sent to dissemination representatives. The representatives were encouraged to solicit the reactions of other staff members in their agencies and make those comments known to the review committee.

The review committee, selected by the NDLP Steering Committee, was composed of three policy-level SEA staff and four SEA dissemination representatives. This group met in Washington, D.C., in mid-February, 1977. NIE program people were called in to clarify parts of the plan and to supply additional information.

At the conclusion of the two-day session, the committee reported orally to top DRG staff. Their report included a set of premises on which the committee based its review, a set of observations about the plan based on those premises and a set of recommendations for change or emphasis with the plan.

OBSERVATIONS

Some problems were encountered in meeting this objective. A member of the review committee volunteered to write the draft of the report. Because of his

busy schedule as assistant commissioner, several months passed before the draft was available to the committee and NIE. Further, a new NIE director was appointed shortly after the review, and the DRG (and its FY78 plan) was engulfed by reorganization.

However, the committee members (that particular ad hoc committee of dissemination and policy-level SEA people) worked extremely well together. They were task oriented and interacted enthusiastically.

The set of premises the committee developed has proved useful in others efforts and documents.

RECOMMENDATIONS

(1) Provide for collaborative planning sessions between NIE and SEAs, not ex post facto reviews.

    If SEAs could contribute to the design and development of programs, they would have a greater sense of ownership in the programs and the federal government would not be in a position of defending established plans.

(2) Provide for more ad hoc groups of SEA dissemination and policy level staff to write papers on pertinent topics in dissemination and provide input to federal dissemination programs. This is an excellent way to involve SEA staff in decisionmaking activities while capitalizing on their skills and knowledges.

OBJECTIVE 3

- To organize, arrange, and provide staff support for a three-day National Dissemination Conference.

Three National Dissemination Conferences were held during the NDLP contract period--the 9th (Kansas City, 1976), the 10th, convened in conjunction with the first Dissemination Forum (Arlington, Virginia, 1977), and the 11th (Arlington, 1978). It should be noted that more than half of the SEA people attending the 10th National Confernce were not present at the 9th National Conference. This indicates a turnover in the SEA represnetatives and also some substitutions in the SEA staff member attending the Conference.

The tradition of bringing together SEA dissemination representatives to learn about new program thrusts and to exchange information is a carry-over from the pre-NDLP dissemination secretariat function. (In fact, the main objectives of that secretariat were: to convene the SEA dissemination representatives at a national conference; to convene the steering committee to plan the conference; and to provide for information exchange among the representatives.) However, the increased resources of the NDLP, including a fulltime director, allowed for an expanded, more comprehensive national conference, including:

- a larger, more representative NDLP steering committee;
- an appointed conference chairperson chosen from the NDLP steering committee and a meeting of a conference planning group;
- a survey of SEA dissemination representatives to contribute ideas for the conference agenda; and
- group facilitators and some interaction sessions.

OBSERVATIONS

The national conference is a very popular activity and is well attended by SEA dissemination representatives. However, the NDLP pays the travel and per/diem expenses of the SEA representatives, which may be a factor in attendance.

The conference provided the opportunity for SEA representatives to interact with other SEA staff who have on-going programs utilizing different strategies to bring together various dissemination programs. Thus, the focus was on the SEA as the one agency to coordinate fragmented dissemination activities.

In addition, the title "National" associated with the conference adds status to the activity, implying that the conference is "nation-wide" in scope and not the activity of one state.

Conference evaluations have been very positive and have aided the planning group. The opportunity to meet with others in SEAs who are involved in dissemination activities always ranks high in the evaluations. The interaction with federal program people is also popular. (The evaluation of each conference is

available from CCSSO if the reader is interested in those findings).

RECOMMENDATIONS

(1) Convene the National Dissemination Conference in conjunction with the Dissemination Forum.

(2) Keep the term "National" associated with the conference, and keep the sequence of numbered conferences to stress the longevity and the central role of the SEAs in dissemination.

(3) Plan the agenda as a staff development activity for SEA representatives.

(4) Include an interactive session to SEA representatives can make their thoughts known to policy-level people at CCSSO, NIE, and OE.

OBJECTIVE 4

- To coordinate and carry out activities for a program of information exchange among SEA dissemination staff.

Many and varied communication techniques have been used with the project. The major ones are listed below:

Information Dissemination Report This newsletter is the "official" publication of the NDLP and has a history dating to early 1972. The IDR has appeared approximately every other month, and has had the present colour scheme and format for the last five years. The IDR carries a lead article, a feature article, short news items, the ERIC fiche of the month and a calendar of coming events. This publication was evaluated by an outside consultant during 1977.

Memorandums Memos using a standard format and printed on CCSSO letterhead were used extensively. This form of communciaton was used to inform SEA dissemination representatives of NDLP and other dissemination activities. Memos had no schedule, but were used as a fast information median as they could be written, duplicated and mailed in one day.

Reports Reports of the National and topical conferences were distributed to SEA dissemination representatives, Chief State School Officers, and others that attended each conference. These reports were also submitted to the ERIC system for archival purposes and possible distribution to a much larger audience.

Reports of other meetings, such as regional conferences, were sent to appropriate SEA dissemination representatives.

Requests for Input and Sentence Stem Forms These techniques were an attempt to solicit SEA representative input to conference planning and other NDLP activities. These forms requested suggestions on conference topics, agenda, presenters, etc. This communication was utilized by the Steering Committee and conference planning committees.

Computer Conferencing This communication technique was demonstrated at one of the regional conferences. It is, in reality, a very fast computerized message exchange. Many SEAs are using this technique. However, it was not used by the NDLP as the Council of Chief State School Officers did not have a computer terminal at their disposal.

Group Facilitators At most of the conferences, trained facilitators worked with SEA dissemination representatives in small groups to solicit imput to future conference agendas and to interact to papers. These techniques were designed to provide everyone the opportunity to express their ideas (newsprint was used extensively) and not allow the group to be dominated by a few.

Telephone The Council of Chief State School Officers had access to nationwide WATS phone lines. This feature provided the advantage of two-way communication with dissemination representatives, Chief State School Officers, and others in the states. The phone was used extensively.

OBSERVATIONS

Most of the communication techniques of the NDLP are at the awareness level. Only the group facilitation activities and the use of the telephone approach the level where people could interact, seek more information, and possibly adopt new ideas. In a dissemination leadership project communication techniques can always be improved. Someone is always going to feel "left out" of some group that plans a conference or writes a paper.

RECOMMENDATIONS

(1) Initiate a one page IDR Brief that uses the same colour scheme as the IDR. Print stock that uses regular typewritten copy and can be printed in-house to allow fast turn-around. This publication could be used for communication to the expanded IDR mailing list and supplement the IDR.

(2) Involve key communicators in ad hoc groups to plan meetings, write concept papers, and review plans. These people will bring more innovativeness to the activity and, in turn persuade others to accept the findings.

OBJECTIVE 5

- To provide administrative support for regional SEA meetings.

Dissemination representatives have expressed the desire to have some sort of meeting in the time period between National Dissemination Conferences. The regional conferences were an attempt to fill that perceived need.

It should be noted that regional meetings were conducted during the first year of the NDLP contract and not the second. Because of a reduction in the funding level, the contract provided for "up to five" conferences (regional and/or topical) and the NDLP Steering Committee decided to direct available funds to two topical conferences. The regional meetings were conducted in the following manner:

- One region planned a conference (not affiliated with any other happening)
- Three regions conducted short meetings in conjunction with one of the NDLP topical conferences (Objective 6)
- One region elected not to have a conference.

It should be noted that the elected NDLP Steering Committee member was considered "chairperson" of the region and assumed responsibility for the planning and conduct of the meeting.

The first conference, which was planned as a separate activity with a specific program utilizing resource people received an excellent evaluation. The three meetings held in conjunction with topical conferences did not plan specific programs but used the time to share activities among SEAs. Reports of these regional meetings are available from CCSSO.

OBSERVATIONS

Resources and expertise in dissemination are nationwide and not regional in scope. Arbitrary clusters of contiguous states have the advantage of close geographical proximity, but do not necessarily add to the ability to "disseminate" necessary resources, skills, knowledges, and strategies.

RECOMMENDATIONS

(1) Do not sponsor regional conferences. Insead, allocate the resources and staff time to allow an expanded topical conference. (See Objective 6)

OBJECTIVE 6

- To provide administrative support for topical SEA meetings.

The NDLP contract provided travel and per diem to SEA representatives to attend the National Conference and administrative support for the program. However, the contract provided only administrative support for the program at the topical conferences.

In all, five conferences were conducted, three the first year and two the second. Topics for the first three conferences--"The Resources," "Dissemination Linker Training," and "Managing the SEA Dissemination System"---were selected by the dissemination representatives at the National Dissemination Conference in Kansas City (1976) using group processing methods.

Topical conferences during the second year were more concerned with application of basic dissemination concepts; they focused on "Dissemination Strategies in Reading" and "The Dissemination and Training Requirements of P.L. 94-142." These topics were selected by the NDLP Steering Committee.

The purpose of the conferences (and this NDLP objective) has been disturbingly vague. Some people have viewed the meeting as an opportunity to develop a high level, topical concept paper. Others have emphasized its usefullness in getting people together to discuss coordination. Most of the five conferences have represented a compromise, providing a vehicle for interaction while

recommendations to policy groups were being formulated. The concluding sessions of the conferences have focused on activities the conferees should be engaged in to meet goals, not just on "things the other guy should do."

A topical paper was written after each conference to summarize activities for those who attended and to reach out to a much broader audience of those who did not attend. Copies of those papers are available in ERIC (Educational Resources Information Center) and a summary of the recomendations of the first three conferences are in Appendix D of this paper.

Because resources allocated to the objective were insufficient, it was imperative that an SEA cosponsor the activity. Staff of that SEA had to arrange hotel accomodations and meeting rooms, provide secretarial assistance in registration, and so forth.

OBSERVATIONS

Attendance by SEA dissemination representatives at these conferences provide interesting data for conversation, but little assistance in planning. At the first three conferences 38 SEAs were represented at the conferences, but only 5 SEAs sent representatives to all conferences. However, there was a significant difference in NDLP regional attendance, with Region I sending 16 representatives and Region III sending only 7 representatives to the first three conferences.

However, the interesting attendance phenomenon occurred at the latter two "application" conferences. These conferences were well attended by content people (reading and special education), academics, and interested others, but only a few SEA dissemination representatives. It was noted that some SEAs have policies that make it difficult to send two people to the same conference. This adds to the problem of planning an interactive meeting with the major purpose of bringing together content and dissemination staff to discuss stategies for "linking" resources to educators.

An interesting factor associated with the last two conferences is the extent

to which the OE Right to Read Office and the Bureau for the Education of the Handicapped assisted. Staff were released to aid in planning, and allowed to travel to the conference to assist with the program. Permission was granted to SEA content staff to use project monies to attend the conference. Materials were printed for the conference and presentors were recruited.

It is difficult to evaluate either the usefulness or the impact of these conferences. It should be noted that the conference papers have been distributed and requested by a much larger audience than dissemination representatives.

Time may be the best judge of the effectiveness and impact of this NDLP activity.

RECOMMENDATIONS

(1) The topical conferences should be continued only if the topic warrents the effort, if there is a commitment from the SEAs to send appropriate staff, and if contract funds are sufficient to provide for an adequate program.

OBSERVATIONS AND RECOMMENDATIONS OF THE PROJECT DIRECTOR

The last section of the paper is a series of observations and recommendations of the CCSSO staff person that had the responsibility of directing the National Dissemination Leadership Project. The observations are from the perspective of the director in his interaction with SEA dissemination representatives, Chief State School Officers, CCSSO committee members, CCSSO staff, federal program officers, and others. Sometimes there is data to substantiate the perception, sometimes there is none.

STATUS OF DISSEMINATION

Observation Most of the Chief State School Officers do not identify dissemination as an effort to utilize resources to focus on improving educational practice in the LEAs. The SEA has prime responsibility in the supervision and improvement of the state education systems, however, this role is accomplished without "dissemination."

RECOMMENDATIONS

(1) Focus dissemination activities on the priority areas identified by Chief State School Officers. One of the CCSSO special committees considers educational priorities. This group of Chiefs survey all SEAs to establish a list of priority areas, which are then rank ordered.

The NDLP should encourage SEA dissemination systems to focus on these priority areas. This would demonstrate the ability of the dissemination system to collect resources to be used by SEA decision makers as they plan programs and by LEA staff in program improvement and other renewal efforts.

INFORMATION AND RESOURCES

Observation The Executive Board of CCSSO has recommended an information exchange among SEAs. The Council would act as a clearinghouse for this exchange of information. In a recent CCSSO Board of Directors meeting a center for state studies was considered. In addition to collecting and distributing information, the Center could analyze and systhesize state documents. A brokerage method of

lending state staff for a brief period of time to provide technical assistance could be coordinated by the Center.

Recommendations

1. Provide the information clearinghouse, information systhesis, exchange of SEA staff that the CCSSO Executive Board has stressed. However, do not provide a CCSSO clearinghouse staff. Amortize the labor for collecting, cataloging, and retrieving resources (including human resources to provide technical assistance) to the SEAs by publishing guidelines and coordinating technical assistance as the SEAs implement the nationwide information system. (See Appendix E for CCSSO information policy statement).

2. Suggest topics for information analysis products to ERIC clearinghouses and educational labs and centers. They have the staff to search, analyze, and write papers

DISSEMINATION REPRESENTATIVE INVOLVEMENT

OBSERVATION Many SEA dissemination representatives are included in ad hoc groups to plan conferences, write concept papers, review plans, etc. However, the evaluation of the NDLP produced findings that indicated many SEA dissemination representatives felt left out of the mainstream of project planning and decision making efforts.

RECOMMENDATIONS

1. Involve more SEA dissemination representatives in ad hoc groups to plan conferences, write concept papers, and review plans. These people should be carefully selected on experiences they might bring, and influence they might provide in dissemination efforts. This process could also provide a learning experience for the state people.

DISSEMINATION POLICY

OBSERVATION At the annual meeting of CCSSO policy statements are approved. These, in turn, become the "official" statements to guide Council efforts. The policy statements are primarily written by the CCSSO Study Commission, composed of SEA deputy level staff. (The dissemination related policy statements of CCSSO are in Appendix F).

Presently the Study Commission is considering a policy that encompasses knowledge production and utilization (KPU). This would include research/development/dissemination/evaluation as a complete process with a feed-back loop from evaluation to R&D.

RECOMMENDATIONS

1. Provide for SEA dissemination representative input to the CCSSO Study Commission formulation of a KPU policy statement. This involvement of dissemination representatives would not only provide dissemination expertise for the KPU statement, but would provide a learning experience for dissemination people in policy making and promulgation.
2. After a KPU policy is adopted by the CCSSO full Council, encourage SEAs to adopt a simliar policy at the state level. Only when an SEA has a policy statement passed by its governing board or executive group can the fragmented dissemination programs be coordinated into a working system at the state level.

DISSEMINATION LEADERSHIP

OBSERVATION As stated earlier in this paper most of the Chief State School Officers do not give dissemination a high priority. The NDLP seems to suffer the same enigma. Chiefs do not seem to identify dissemination as communication for program improvement at the local level.

Dissemination needs to be able to solve very severe problems in education or have substantial funding (as Title I) at the federal level in order to capture the attention of Chief State School Officers.

RECOMMENDATIONS

1. The NDLP should provide leadership in dissemination and keep stressing the resources and communication for program improvement concept.

2. Continue to work thru the CCSSO and appropriate Council committees to influence NIE and OE dissemination programs to promote the leadership role of the SEAs.

3. CCSSO should obtain SEA funding for the leadership project. Only then can the project provide true leadership, as the SEAs will identify with the concept and finance it. With SEA funding, the NDLP will not be influenced by the federal government in requests for proposals, contract negotiations, and monitoring by federal program officers.

Dissemination is a function of the states and the role of the federal government should be to assist this all important state function.

APPENDIX A

NATIONAL DISSEMINATION LEADERSHIP PROJECT

REGIONS FOR THE SELECTION OF STEERING COMMITTEE

APPENDIX B

NATIONAL DISSEMINATION LEADERSHIP PROJECT

OPERATING PROCEDURES

1.0 NAME

The name of this project shall be the "National Dissemination Leadership Project" (NDLP) and the advisory body shall be the "Steering Committee for the National Dissemination Leadership Project."

2.0 PURPOSE

2.1 NDLP Functions include:

The major goal is to enhance the development and implementation of dissemination programs at the federal and state levels.

Objectives:

2.1.1 To provide administrative support for the operation of the national steering committee established to provide leadership and policy guidance for the National Dissemination Leadership Project and its component activities.

2.1.2 To provide and support an annual review of DRG plans for future fiscal years by State Education Agency (SEA) representatives.

2.1.3 To organize, arrange, and provide staff support for a National Dissemination Conference.

2.1.4 To coordinate and carry out activities for a program of information exchange among SEA dissemination staff.

2.1.5 To provide administrative support for meetings as specified in the contract.

2.1.6 To have National Conference participants assess and evaluate the utility of the National Dissemination Project.

2.2 There shall be established an NDLP Steering Committee whose functions include:

2.2.1 Assist the contractor of the National Dissemination Conference to organize, arrange, and provide support for the National Dissemination Conference as well as regional and topical conferences.

2.2.2 Provide leadership and policy guidance for the National Dissemination Leadership Project.

2.2.3 Assist the contractor in developing plans for a continuing program of information exchange among National Dissemination Conference participants.

2.2.4 Assist the contractor to provide for many means of multi-state communication as fiscal year '76 state programs go into operation (including multi-state visitation, regional conferences, special interest meetings).

2.2.5 To serve the needs of State Education Agencies and the appointed dissemination representatives.

3.0 COMPOSITION

3.1 Composition of NDLP

NDLP will be composed of 1 "official" representative from each State Education Agency and the Trust Territories. This individual will be designated by the Chief State School Officer in writing. It will become the responsibility of the NDLP project director to contact the appropriate chief when vacancies occur.

3.2 Composition of NDLP Steering Committee

The Steering Committee will be composed of only "official" dissemination representatives appointed by the chiefs of the various State Education Agencies and ex-officio representatives of the contractor and sponsoring agency. There will be ten (10) members.

3.2.1 One member elected from each of the five regions for two (2) year terms as follows:

Region	First Term Expires
I	1978
II	1979
III	1978
IV	1979
V	1978

Retiring regional representatives will be replaced by election at a regional caucus during the National Dissemination Conference.

3.2.2 Three at-large members to be elected (after the regional representatives election) by a majority of the SEA dissemination representatives present at the National Conference.

At-large members will serve two year terms with one member elected in odd numbered years and two members elected in even numbered years.

3.2.3 The Steering Committee will fill vacant unexpired terms by appointment.

3.2.4 Two ex-officio members -- one representing the Council of Chief State School Officers and one representing the National Institute of Education will be appointed by their respective agencies.

4.0 TERM OF TENURE

4.1 NDLP Tenure:

Official dissemination representatives will be appointed annually by each Chief State School Officer and may serve any number of consecutive terms.

4.2 Steering Committee Tenure:

Elected Steering Committee members shall not serve consecutive two year terms of office.

4.2.1 Ex-Officio members shall be at the discretion of their respective agency.

5.0 OFFICERS

NDLP

5.1 There will be a project director appointed by the contractor with the approval of the funding agency and the advice of the Steering Committee.

NDLP Steering Committee

5.2 The Steering Committee will elect a chairperson and a vice-chairperson annually.

6.0 NDLP STEERING COMMITTEE

6.1 At least three meetings of the Steering Committee will be held annually. One of the three meetings will be held in conjunction with the National Dissemination Conference.

6.1.1 Special meetings of the Steering Committee may be called by the Steering Committee chairperson in consultation with the project director. These meetings will be called providing funds can be made available.

6.1.2 Members are expected to attend all sessions of Steering Committee meetings for which they expect to receive reimbursement. Exceptions will be reviewed by chairperson of the Steering Committee.

6.1.3 Absence from two (2) consecutive Steering Committee meetings will result in automatic review of member's status. Exceptions will be acknowledged by chairperson of the Steering Committee.

7.0 QUORUMS

7.1 A quorum of the Steering Committee shall be six members.

7.2 A quorum of the Dissemination Conference will be those voting representatives present.

7.3 A quorum of the regional caucus will be those voting representatives present.

8.0 VOTING

8.1 NDLP Voting

Issues requiring conference approval will be voted upon by the "official" dissemination representative or designated proxy at the National Dissemination Conference. This proxy must be in written form and mailed to the Steering Committee chairperson one (1) week in advance of the National Dissemination Conference. Exceptions will be determined by the Steering Committee.

8.2 Steering Committee Voting

All Steering Committee members are eligible to vote.

8.2.1 Steering Committee chairperson will break all tie votes.

9.0 ROLES AND RESPONSIBILITIES

9.1 NDLP Project Director's Role in relationship to:

9.1.1 NDLP Steering Committee Operation

9.1.2 NIE DRG Annual Review

9.1.3 National Conference

9.1.4 Regional Conference

9.1.5 Topical Conference

9.1.6 Evaluation of NDLP Objectives

9.2 NDLP Steering Committee's Role in relationship to:

9.2.1 NDLP Project Director

9.2.2 NIE DRG Annual Review

9.2.3 National Conference

9.2.4 Regional Conference

9.2.5 Topical Conference

9.2.6 Evaluation of NDLP Objectives

9.3 NDLP Steering Committee Chairperson and Vice Chairperson's Role in relationship to:

9.3.1 NDLP Project Director and Steering Committee

9.3.2 NIE DRG Annual Review

9.3.3 National Conference

9.3.4 Regional Conference

9.3.5 Topical Conference

9.3.6 Evaluation of NDLP Objectives

10.0 AMENDMENTS

10.1 Amendments to these operating procedures shall be made by a majority vote of the Steering Committee.

APPENDIX C

TASK	NDLP DIRECTOR	NDLP STEERING COMMITTEE	NDLP STEERING COMMITTEE CHAIRPERSON	NDLP REGIONAL STEERING COMMITTEE REPRESENTATIVE	NDLP SUBCOMMITTEE OR AD HOC CHAIRPERSON	CONFERENCE CO-DIRECTOR	CONSULTANTS
NDLP STEERING COMMITTEE OPERATION 1	Provide administrative support to the Steering Committee. Collaborate with Steering Committee chairperson and Steering Committee members in establishing Steering Committee agendas. Encourage Steering Committee members to fulfill their role. Interact with Steering Committee members & other SEA representatives to maintain SEA perspective. Establish contacts & cultivate relationships with individuals & groups to enhance the NDLP mission. Provide monthly report of significant contacts & presentations. Maintains liaison in CCSSO Committee on Research, Development & Dissemination.	Provide policy guidance for NDLP. Chair various subcommittees and ad hoc groups. Serve on various subcommittees and ad hoc groups. Appoint ad hoc groups.	Chair NDLP committee meetings. Collaborate with director and Steering Committee members in establishing Steering Committee agenda. Receive input from SEA representatives. Counsel and advise project director on various matters. Call specia: Steering Committee meetings with approval of CCSSO special projects director. Mediate any differences between NDLP director and subcommittee chairperson or conference co-director. Maintains liaison with Chiefs' RD&D Committee. Review minutes of the meeting with the recorder immediately after each meeting.	Reports to Steering Committee at each meeting on discussion needs and concerns of individual state reps. Provide Steering Committee minutes and information to individual state reps on an ongoing informal basis.	Provide input to NDLP Steering Committee and NDLP director	Report to conference steering committee on progress toward planning next conference.	
NIE DRG ANNUAL REVIEW 2	Finalize committee selection with chairperson. Provide administrative assistance to committee.	Establish criteria for committee selection and list members & alternates. Elect chairman of Review Committee.		Solicit formal input from regional reps for DRG review.	Finalize committee selection with NDLP director. Convene and chair committee. Provide for and edit committee report.		

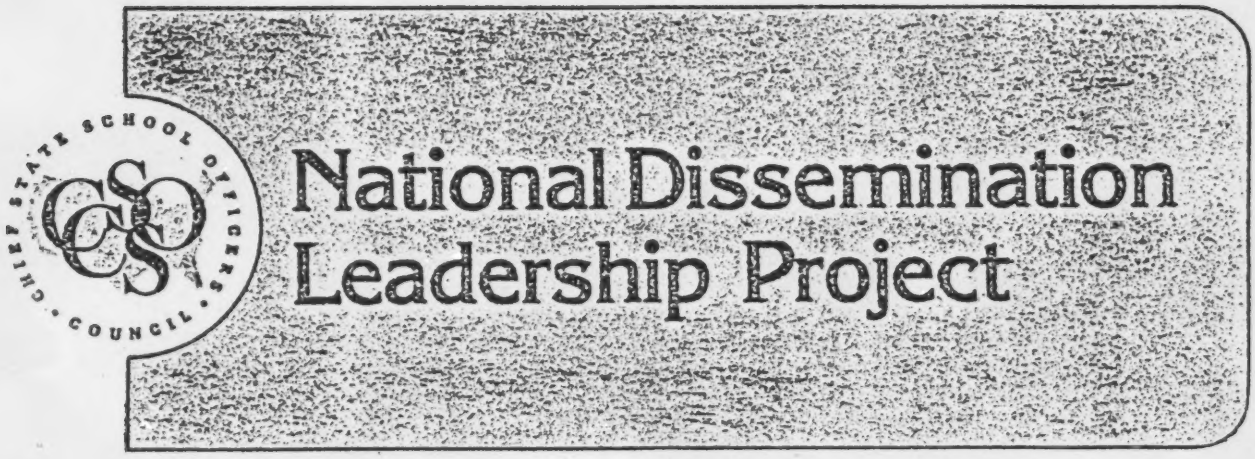
TASK	NDLP DIRECTOR	NDLP STEERING COMMITTEE	NDLP STEERING COMMITTEE CHAIRPERSON	NDLP REGIONAL STEERING COMMITTEE REPRESENTATIVE	NDLP SUBCOMMITTEE OR AD HOC CHAIRPERSON	CONFERENCE CO-DIRECTOR	CONSULTANTS
2	Disseminate report of committee. Develop tentative agenda with Chairperson of DRG review committee.	Review and approve agenda. Receive and review draft report.					
NATIONAL CONFERENCE 3	Assist subcommittee in planning agenda with conference co-director. Provide administrative assistance to conference. Edit and disseminate conference report.	Appoint conference chairperson and approve conference agenda. Act as conference staff. Interpret conference evaluation.		Elicit agenda items for conference. Chair regional meetings.			
SEA INFORMATION EXCHANGE 4	Maintain current roster of reps and publish semi-annually. Solicit information from states and others. Edit IDR and other information exchanges.	Solicit information from states to be disseminated. Appoint subcommittee to explore communication alternatives.		Inform regional members of Steering Committee events.			
REGIONAL MEETING	Provide administrative support			Solicit input for agenda - plan meeting - prepare report of meeting.			Provide services as determined.
TOPICAL CONFERENCE 5	Plan conference agenda with conference co-director. Provide administrative support.	Select conference topics. Select conference co-chairperson. Select conference host site.				Plan conference agenda with NDLP director. Act as host for conference.	Provide services as determined.
EVALUATION OF DLP OBJECTIVES 6	Design evaluation instrument.	Provide input for evaluation needs. Interpret evaluation data.				Administer evaluation instrument.	

APPENDIX D

RECOMMENDATIONS

OF

TOPICAL CONFERENCES



Resources	Portland, Or.	Dec. 1976
Management	Newport, R.I.	Feb. 1977
Linkage	Columbia,S.C..	Mar. 1977

EXTRA-ERIC RESOURCES

Other concerns discussed at the conference included problems of purgible files and compatibility among SEA dissemination systems that could permit a nationwide sharing of information.

Following the brainstorming sessions, each group's listing of issues and concerns were discussed, combined, and prioritized. An ad hoc group of participants met to refine recommendations developed from the discussion.

Recommendations

Recommendations from the Topical Conference, Portland, Oregon to be considered by the National Dissemination Representatives at the National Conference, June 20, 1977 in Washington, D. C.

1. A communications network should be developed to:
   -- provide continuous updating to the states concerning available information resources; and
   -- provide sample guidelines for information resource system development to states that have not yet developed an information system.

2. All education resources developed at the federal level (OE, NIE) or regional levels (OE, labs, centers) or state and local levels should use ERIC thesaurus terminology.

3. The development of resource systems should be responsive to client needs.

4. The information resources component should be institutionalized as a critical and necessary function of the State Education Agency.

5. State Education Agencies should develop and utilize fugitive state and regional materials files.

The group generated other recommendations not specific to the SEA resource component. These are:

1. Define roles of federal, regional, state, and local participants.

2. Provide increased training and technical assistance to states receiving Capacity Building Grants in response to their expressed needs.

3. Define responsibilities of the Capacity Building evaluation contractor to include serving as a source of information and of the National Dissemination Leadership Project as a major vehicle for delivering that information.

4. Current federally funded dissemination efforts such as the

Capacity Building grants should be strengthened before new ones are launched.

5. The federal level should initiate a collaborative effort through an ad hoc group which involves State Education Agency and other major research, development, and dissemination participants (e.g., CEDaR, National Diffusion Network, ERIC Clearinghouses) to develop a conceptual framework which encompasses such issues as roles and relationships, legal analysis, and funding.

6. The federal government should expand the Capacity Building Grant program by increasing the length of funding, increasing the amount of funding per grant, and adding additional funding for states not currently funded.

Recommendations

Based on these concerns -- the need for state-level coordination, common definitions of key terms and a wider appreciation of the literature of dissemination -- the conferees met in small groups to formulate recommendations. Perhaps remembering Bohlen's adage about knowing your audience, the recommendations were directed to different audiences, ranging from NIE and USOE, CCSSO and individual chiefs and to the steering committee of NDLP. The recommendations are:

I. Awareness Activities

1. Provide awareness sessions to all SEA people engaged in dissemination activities.

2. Conduct a concerted on-going awareness effort which is directed at the chiefs:

a. by individual representatives in each state to provide them with key, relevant, and up-to-date information,

b. by NDLP - a report on this conference could be sent to all chiefs and other follow-up types of communications should be developed and maintained to keep chiefs abreast of developments, state of the art, etc.

3. Produce a guidelines manual/resource document for "new" dissemination people.

II. Definition of Terms

4. Appoint a representative group to agree on definitions in connection with dissemination/diffusion, for example; linker, facilitator, field agent, dissemination, diffusion, change agent.

5. Disseminate and diffuse the accepted definitions.

6. NDLP should appoint a person to initiate and coordinate this effort.

III. Early Adopters

7. Identify "early adopters" through assistance and support from the chiefs Research, Development and Dissemination committee.

8. Form a pool of early adopters who could then be tapped by:

a. individual states upon request,

b. sub-groups - such as various committees among the chiefs.

9. Linkages between the resource base and clients should be based on findings in dissemination/diffusion literature:

a. identify clients who will most effectively utilize resources to improve decisions and programs,

b. use appropriate dissemination/diffusion strategies to encourage clients to communicate educational needs and facilitate rational consideration of educational knowledge.

IV. Key Personnel

10. Identify (or survey) people who have expertise in the area of dissemination.

11. Take steps necessary to inventory personnel engaged in dissemination/diffusion activities, descriptions of state dissemination capabilities, OE-NIE dissemination/diffusion projects in the form of a prototype directory.

12. Use this directory for planning future conferences and other options for exchanging expertise, up-dating mailing lists, interchange with other diffusion/dissemination networks.

13. Seek funds to sustain a personnel exchange program (like interests sharing practical information)

14. Provide basic orientation conference that would:

a. detail skills needed,

b. show how to develop proposals and consider funds, and other resources.

V. Case Studies

15. Develop a paper based on case studies of the experiences of "successful" and "non-successful" states in setting up dissemination/diffusion systems:

a. identify strategies and tactics that work and don't work, and document systems,

b. the contextual framework in which the various elements of the strategies operated.

16. Disseminate this paper to D/D representatives for use in their agencies (a major possibility in terms of strategies is focusing on the functional approach to dissemination).

LINKER TRAINING PROCESSES

1. We should laud accomplishments and not discount the history of this effort.

2. We should define terms and develop common language and common perceptions.

3. We should consider the literature and learn from linkage in other fields.

4. Although there is a good conceptual framework for the linker role, states should consider important qualifications for a successful linker.

5. States should adopt the philosophy that linkers objectives should be to help their clients develop knowledge acquisition and utilization skills, rather than to promote adaption.

6. States should consider ways to increase effectiveness of specialists in the SEA, IEA and LEA systems.

7. States should encourage decision makers to utilize more information and rationale in making process decisions.

8. States should establish formal communications networks that would lead to a nationwide sharing system.

9. States should capitalize on the linker training resources available.

10. The process of transforming R & D outcomes into practitioner usable form should be studied.

11. Linkers should be sensitive to the widely varying needs within various client groups.

12. States should consider linker training as both a desocialization and a socialization process.

APPENDIX E

INFORMATION AND RESOURCES POLICY STATEMENT

(Passed by Research, Development, Dissemination Committee, March, 1978)

The SEAs should be encouraged to:

1. Systematically collect and catalog* state studies and other document resources.

2. Share these studies and resources with other educators by:

   (a) submitting appropriate material to ERIC or other national systems, and

   (b) participating in an SEA to SEA sharing system, for resources not available nationally.

It is important that SEAs have an information system, in which they contribute and share, that is not entirely administered by the federal government.

*Including

- a document number
- title
- descriptors
- brief abstract

APPENDIX F

DISSEMINATION

Proven educational practices are presently available or are being developed through research and development efforts and through local school initiative. An effective system for disseminating proven educational practices to potential users, for their consideration in view of their own identified needs, is one of the indispensable elements in the process of educational improvement.

The Council urges each Chief State School Officer to promote a coordinated, integrated dissemination system within each agency. In support of state efforts, the Council urges Congress and federal education agencies to reduce fragmentation of federal dissemination efforts. The Council advocates collaborative action of state and federal agencies to establish a nation-wide system for sharing educational knowledge.

NATIONAL INSTITUTE OF EDUCATION

The Council recognizes the increased cooperation between the National Institute of Education and state education agencies, demonstrated by more NIE effort directed toward SEA program involvement.

The Council encourages NIE to continue to recognize the unique position of the state education agency in its legal and leadership role in supervising the educational process and further encourages NIE to provide opportunity for state education agency involvement in NIE planning processes. The Council encourages NIE to assist SEAs in sensing information and research needs, in developing improved education programs, and in building dissemination capacity including linkages to LEAs. The Council encourages a continuing dialog between NIE and the Council's Research, Development, and Dissemination Committee as NIE and SEA programs are develped.